

Arizona Department of Transportation Facilitator Competency Assessment

This self assessment tool is structured to provide you with a variety of ways to use it. The most helpful way will be for you to have your direct employer or those to whom you report complete this assessment first. They will note which activities are required in the position and at what activity level. You can then follow with your own assessment of how well you perceive you are equipped to perform the activity.

Some positions will have more or fewer required activities than others. Few, if any, positions will require all the activities.

Use the comparison between your employer's perceived requirement and your self assessment to determine where you do and do not need to plan for further development.

Example:

This employer identified the following activity as a position requirement. Then he/she designated the appropriate activity assessment level by writing in the letter "P" for Proficient; and activity requiring learned capabilities.

The employee in the position designated the letter "K" for Knowledgeable with reference materials or sources. This employee will need to develop, through practice, the ability to do this activity more efficiently and without references.



Identifies and assesses internal and external customer requirements

Purpose

The ADOT Facilitator Competency Matrix serves as the standard for selection, training and development of Team Facilitators at ADOT. It provides an overview of the facilitator role, and gives detail on the experience, attributes and skills required for the various levels of facilitator services.

Activity Assessment Definitions:

E = Expert

An area of special gifts. The ability, without reference materials or sources, to be proficient both in determining and performing the extent of the skill required to creatively meet the activity requirements.

P = Proficient

An area of learned capabilities. The ability, with reference materials or sources, to be able to distinguish or describe and perform the skill in order to meet the activity requirements

K = Knowledgeable

D = Developmental

Would require additional learning and/or skill development.

Levels of Facilitator Competency

Entry Level

Someone qualified to begin a program of training to become a Team Facilitator

Startup Level

Someone qualified to become a Team Facilitator after attending the basic facilitator training classes

Level I Facilitator

Someone qualified to facilitate within teams

Level II Facilitator

An experienced, qualified facilitator within teams and in interteam situations

Level III Facilitator

A highly qualified and experienced facilitator of team, interteam and organizationwide activities

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DEFINITIONS	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Basic Capability and Experience to Participate	<input type="checkbox"/> Experience as a group member in an ongoing group. <input type="checkbox"/> Achieved credibility in group involvements. <input type="checkbox"/> Will need to attend various training programs in preparation for becoming a Level I Facilitator.	<input type="checkbox"/> Experience as an effective group member <input type="checkbox"/> Experience resenting to groups and running group meetings. Has some group leadership experience. <input type="checkbox"/> Achieved credibility in group involvements, and has experience with facilitation methods or leading groups. <input type="checkbox"/> Will become a facilitator after attending the basic facilitator.	<input type="checkbox"/> Completed the ADOT-required facilitator training as prescribed during candidacy. <i>Focuses on working within a team.</i> <input type="checkbox"/> Understands the role of a facilitator, has basic knowledge of group dynamics and uses facilitator techniques to lead group meetings. Has potential to develop expertise working <i>within a team.</i>	<input type="checkbox"/> One year of facilitation experience and appropriate training. <input type="checkbox"/> Comfortable and skilled working both <i>within a team and in interteam situations.</i>	<input type="checkbox"/> Two years of active facilitation experience and appropriate training. <input type="checkbox"/> Comfortable and skilled working within a team, in interteam situations, and organizationwide.
			<input type="checkbox"/> Has the experience, attributes or skills listed on the following pages, or demonstrates <i>potential for growth</i> in these areas.	<input type="checkbox"/> Demonstrates <i>competence or potential for growth in the attributes and skills</i> listed on the following pages, in addition to those expected for Level II facilitators.	<input type="checkbox"/> Demonstrates <i>competence or potential for growth in the attributes and skills</i> , listed on the following pages, in addition to those expected for Level II facilitators.

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EXPERIENCE		CANDIDATE LEVELS		FACILITATOR LEVELS		
		ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Group Experience	<input type="checkbox"/> Experience as a credible group member. <input type="radio"/>	<input type="checkbox"/> Experience as a credible group member. <input type="radio"/> <input type="checkbox"/> Experience presenting to a group and running group meetings. <input type="radio"/> <input type="checkbox"/> Experience recording or documenting notes for group work. <input type="radio"/>				
Presentation Experience	<input type="checkbox"/> Able to present ideas and information clearly as a group member. <input type="radio"/>	<input type="checkbox"/> Experience presenting to a group using some type of audio-visual aids. <input type="radio"/>				
Facilitation Experience		<input type="checkbox"/> Experience leading groups or with facilitation methods. <input type="radio"/>	<input type="checkbox"/> Successfully completed facilitator training. <input type="radio"/>	<input type="checkbox"/> One year experience as a facilitator. <input type="radio"/>	<input type="checkbox"/> Two year experience as facilitator. <input type="radio"/>	
ATTRIBUTES						
Group Orientation	<input type="checkbox"/> Comfortable working in a group and expressing self in group settings. Demonstrates willingness to share information and work in a group setting. <input type="radio"/>	<input type="checkbox"/> Able to explain in an orderly fashion and to present the rationale behind something. <input type="radio"/>	<input type="checkbox"/> Ability to separate oneself from the issues at hand without interjecting own personal agendas. <input type="radio"/> <input type="checkbox"/> Willing to expose oneself to some criticism and scrutiny for the sake of the team's progress. <input type="radio"/>	<input type="checkbox"/> Willing to share with, support and seek help from other facilitators. <input type="radio"/>		

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ATTRIBUTES cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Presentation	<input type="checkbox"/> Speaks up in groups <input type="radio"/>				
Credibility	<input type="checkbox"/> Respected by peers and supervisors. Has credibility as someone with humane behavior and integrity. Someone who does own job well. <input type="radio"/>	<input type="checkbox"/> Does own job well and has positive influence with others. <input type="radio"/>	<input type="checkbox"/> Positive influence on team development and productivity. <input type="radio"/>	<input type="checkbox"/> Achieved credibility as a team facilitator. <input type="radio"/>	<input type="checkbox"/> Positive influence on interteam work. Has promoted employee involvement organizationwide. <input type="radio"/>
Judgment	<input type="checkbox"/> Takes an objective stance. Approaches issues with an open mind. <input type="radio"/>	<input type="checkbox"/> Has been involved working on an organizational issue and demonstrated ability in knowing when and how to maintain confidentiality. <input type="radio"/>	<input type="checkbox"/> Exercises good judgment and has the ability to maintain confidentiality. <input type="radio"/>	<input type="checkbox"/> Understands the need and senses appropriate timing for interfacing with other teams. <input type="radio"/>	<input type="checkbox"/> Facilitates bringing ideas and issues to an organizationwide visibility. <input type="radio"/>
Workload Management	<input type="checkbox"/> Ability to manage own time and workload effectively. <input type="radio"/>	<input type="checkbox"/> Ability to link own work with that of others. <input type="radio"/>	<input type="checkbox"/> Ability to help a team manage its times and workload. <input type="radio"/>	<input type="checkbox"/> Ability to link team's work with that of another. <input type="radio"/>	<input type="checkbox"/> Ability to facilitate workload management across teams. <input type="radio"/>

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ATTRIBUTES cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Listening	<input type="checkbox"/> Learns from others. <input type="radio"/>	<input type="checkbox"/> Willing to downplay own ego and agendas while listening to others. Can maintain neutrality. Learns <input type="radio"/>	<input type="checkbox"/> Role models good listening skills to the team. Suggests ways team members can listen to and learn from one another. <input type="radio"/>	<input type="checkbox"/> Intervenes to facilitate good listening among team members. Designs and uses group processes that encourage good listening. <input type="radio"/>	<input type="checkbox"/> Gives feedback to people at all levels in the organization on their listening skills. <input type="radio"/>
Conflict Management	<input type="checkbox"/> Is comfortable enough with self not to be fearful of conflict. Recognizes conflict as normal. <input type="radio"/>	<input type="checkbox"/> Is not afraid of conflict. Recognizes conflict as natural and takes initiative to work through it. <input type="radio"/>	<input type="checkbox"/> Applies group processes which resolve or minimize conflict. <input type="radio"/>	<input type="checkbox"/> Facilitates group conflict resolution. <input type="radio"/>	<input type="checkbox"/> Facilitates interteam or cross-functional resolution of conflict <input type="radio"/>
Risk Taking	<input type="checkbox"/> Willing to take risks for the overall good of the organization. <input type="radio"/>	<input type="checkbox"/> Willing to go against some organizational pressure. Has demonstrated risk taking and intervening in organizational situations. <input type="radio"/>	<input type="checkbox"/> Comfortable confronting situations, teams and individuals, regardless of their position or hierarchy. <input type="radio"/>	<input type="checkbox"/> Skilled at confronting situations. <input type="radio"/>	<input type="checkbox"/> Effectively confronts situations, teams and individuals regardless of their position or hierarchy. <input type="radio"/>
Role Flexibility	<input type="checkbox"/> Not in one's position for the sake of position. Focuses on work that needs doing as opposed to one's position in the organization. <input type="radio"/>	<input type="checkbox"/> Capable of moving in and out of roles. <input type="radio"/>	<input type="checkbox"/> Presents self as neither dictatorial or overly flexible. Adapts role style as situation demands. <input type="radio"/>	<input type="checkbox"/> Aware of roles available to a facilitator. Shows willingness to try different roles in appropriate situations. <input type="radio"/>	<input type="checkbox"/> Is comfortable and skilled at moving into different facilitator roles as the situation demands. Coaches team leaders in role flexibility. <input type="radio"/>

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ATTRIBUTES cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Conceptual Abilities	<input type="checkbox"/> Gathers necessary information; knows what resources to use. Thinks conceptually. Sees the big picture. <input type="radio"/>	<input type="checkbox"/> Organizes and presents information in a clear manner. Able to summarize briefly from a large amount of data. Expresses thoughts and ideas clearly and concisely. <input type="radio"/>	<input type="checkbox"/> Relates and explains information to a team in light of the bigger picture (e.g., organization goals). <input type="radio"/>	<input type="checkbox"/> Designs simple models which relate and explains information in an understandable and motivating way. Uses and explains other models. <input type="radio"/>	<input type="checkbox"/> Spots trends, patterns and other organizationwide phenomena. Helps others understand these concepts. <input type="radio"/>
Human Relations	<input type="checkbox"/> Sensitive to people. A likeable, trustworthy person; a "team player". Able to get along with a variety of people. <input type="radio"/>	<input type="checkbox"/> Competent in organizing people (e.g., to plan an event, solve a problem, form a group, etc.) <input type="radio"/>	<input type="checkbox"/> Focuses on the situation rather than on the individual. <input type="radio"/> Exercises authority and control without arrogance or intimidation. <input type="radio"/> Assumes a stance of neutrality, even in highly charged discussions of personal concern or interest. <input type="radio"/> Understands and values diversity of people and opinions. Demonstrates willingness to understand work force diversity concerns. <input type="radio"/>	<input type="checkbox"/> Deals with high level management in a meeting setting. <input type="radio"/> Deals with all levels of employees without showing favoritism or disrespect. <input type="radio"/> Coaches and listens to new facilitators, giving them needed ideas and support. <input type="radio"/> Facilitates active inclusion of diverse people and opinions in all aspects of group work. <input type="radio"/>	<input type="checkbox"/> Deals comfortably with high level management, in individual and group situations, both formally and informally. <input type="radio"/> Works with a mix of levels in a way that values and respects everyone. Designs and leads productive meetings at which there is a mix of employees. <input type="radio"/> Facilitates valuing of diversity organizationwide. <input type="radio"/>

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SKILLS cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Enthusiasm, Learning and Creativity	<p><input type="checkbox"/> Sincerely wants to see things work and to see improvements. Open to trying out teams and other approaches. Accepts changes; does not view change as threatening.</p> <p><input type="radio"/></p>	<p><input type="checkbox"/> Has own ideas about what might work at ADOT. Takes initiative to try new things. Experiments with different perspectives and approaches. Has read about and observed new approaches, such as teams. Has tried to create or support change or improvements that were not necessarily popular among peers.</p> <p><input type="radio"/></p>	<p><input type="checkbox"/> Influenced team to take initiative, try new approaches, and explore different perspectives.</p> <p><input type="radio"/> Uses group processes which foster creativity and exploration. Role models an open-minded approach to team problem solving.</p> <p><input type="checkbox"/> Shows enthusiasm for team's efforts to reach beyond current limits and boundaries. Learns along with team.</p> <p><input type="radio"/></p>	<p><input type="checkbox"/> Takes initiative to suggest and try new approaches to team meetings, methods, and interactions.</p> <p><input type="radio"/> Learns from past experience with teams. Is self-motivated to continue learning facilitation skills and concepts.</p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/> Demonstrates enthusiasm and commitment to continual growth as a facilitator.</p> <p><input type="radio"/> Increases own learning and understanding of the role and skills of a facilitator with an organizationwide focus.</p> <p><input type="checkbox"/> Learns and tries new approaches to team efforts.</p> <p><input type="radio"/> Shows an interest in furthering own experience in organization design and development.</p> <p><input type="checkbox"/></p>
Facilitation Skills			<p><input type="checkbox"/> Controls current work and manages additional work.</p> <p><input type="radio"/></p> <p><input type="checkbox"/> Understands and applies the role of a facilitator.</p> <p><input type="radio"/></p>	<p><input type="checkbox"/> Contributes information and ideas which will help new facilitators understand the role.</p> <p><input type="radio"/></p> <p><input type="checkbox"/> Collaborates with the team leader for best possible blend of facilitator and leader roles.</p> <p><input type="radio"/></p>	

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SKILLS cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Facilitation Skills cont.			<div> <input type="checkbox"/> Understands the difference between presenting and facilitating. Knows when to employ each for best results. <input type="radio"/> </div> <div> <input type="checkbox"/> Knows how to function both as a presenter and a facilitator. Knows when to "change hats." <input type="radio"/> </div> <div> <input type="checkbox"/> Understands and supports the role of the team leader. Knows how to blend with that role. <input type="radio"/> </div> <div> <input type="checkbox"/> Remains neutral during meetings. Avoids lecturing or "having all the answers." <input type="radio"/> </div> <div> <input type="checkbox"/> Explains role of facilitator (and other roles) to the team. <input type="radio"/> </div> <div> <input type="checkbox"/> Uses the Team Handbook; refers to it with the team as necessary. <input type="radio"/> </div>		<div> <input type="checkbox"/> Molds the role of facilitator to best serve the organization and accomplish its mission. <input type="radio"/> </div> <div> <input type="checkbox"/> Coaches team leaders and other facilitators so that learning beyond training occurs. <input type="radio"/> </div>

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SKILLS cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Participation Management	<input type="checkbox"/> Captures and frames ideas presented by others. <input type="radio"/>	<input type="checkbox"/> Captures and frames ideas presented by others. <input type="radio"/>	<input type="checkbox"/> Uses facilitator techniques to draw out all group members. <input type="radio"/>	<input type="checkbox"/> Skilled and at ease using facilitator techniques. <input type="radio"/>	<input type="checkbox"/> Applies facilitator techniques even in settings where involvement and openness may be resisted. <input type="radio"/>
			<input type="checkbox"/> Competent in taking notes on an easel or black/white board and summarizing information for the team. <input type="radio"/>		
			<input type="checkbox"/> Records team member inputs briefly and accurately . Writes clearly on the flip chart/board. <input type="radio"/>		
			<input type="checkbox"/> When using a recorder, guides and coaches recorder so all ideas are captured as accurately as possible. <input type="radio"/>		
			<input type="checkbox"/> Effectively explains the rationale of group methods being used (e.g., brainstorming, nominal group technique, story boarding, etc.) <input type="radio"/>		

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SKILLS cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Participation Management cont.			<input type="checkbox"/> Helps team leader or managers present not takeover. <input type="radio"/> Encourages manager to be informative, not controlling. <input type="checkbox"/> Ability to hear not only what is said but also the thoughts and feelings behind the words. <input type="radio"/> Basic ability to sense both verbal and nonverbal communication. <input type="checkbox"/> Encourages divergent viewpoints, increases group creativity, and guides group to more in-depth approaches. <input type="radio"/> Effectively uses subgroups to facilitate the work of the larger group.	<input type="checkbox"/> Has developed own best systems for recording, preserving and documenting team data, maybe even facilitated team to do some of this work. <input type="checkbox"/> Records, organizes and manipulates chart pages for ease of use by all in a team meeting. <input type="checkbox"/> Based on own experience, explains how group methods have been used successfully in other teams. <input type="checkbox"/> Works effectively with excessively dominant team members or managers. <input type="radio"/> Ability to hear not only <i>what</i> is said but also the <i>thoughts</i> and <i>feelings</i> behind the words.	<input type="checkbox"/> Addresses questions and resistance to the use of group methods. <input type="radio"/> Anticipates who will act in what ways and plans meeting accordingly. <input type="checkbox"/> Able to unblock people's thoughts and feelings for the sake of the team.
Participation			<input type="checkbox"/> Gives clear, con-	<input type="checkbox"/> Demonstrates ability	

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SKILLS cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Management cont.			<p>cise, verbal and/or written directions for group activities. Senses when directions are not clear.</p> <p>Facilitates group's own ability to maintain its sense of purpose.</p>	<p>to "read" a group or individuals.</p> <p>Challenges a team to explore or question its own assumptions or conclusions.</p> <p>Selects appropriate leaders or facilitators for subgroup work.</p>	
Presentation	<input type="checkbox"/> Verbalizes own and others' ideas well. <input type="radio"/>	<input type="checkbox"/> Verbalizes own and other's ideas well <input type="radio"/>	<input type="checkbox"/> Gives effective group presentations <input type="radio"/> <input type="checkbox"/> Gathers information and presents it to the team in an orderly, relevant fashion. <input type="radio"/>	<input type="checkbox"/> Explains new ideas and methods to team members. <input type="radio"/>	
Design			<input type="checkbox"/> Assists team leader in planning team meetings. <input type="radio"/> <input type="checkbox"/> Selects appropriate meeting objectives and group processes. <input type="radio"/>	<input type="checkbox"/> Designs a meeting or an intervention between individuals, within a team, or across teams. <input type="radio"/> <input type="checkbox"/> Develops effective feedback systems. <input type="radio"/>	<input type="checkbox"/> Designs structured team tasks. <input type="radio"/>
Coaching and Feedback			<input type="checkbox"/> Assists team leader in planning team <input type="radio"/>	<input type="checkbox"/> Is known to frequently ask team <input type="radio"/>	<input type="checkbox"/> Skilled at facilitating team's evaluation of <input type="radio"/>

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SKILLS cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
			<p>meetings.</p> <p>Coaches individuals and the team.</p>	<p>members for feedback on how the team meetings and processes are working.</p> <p>Facilitates the team's evaluation of its meetings and its progress.</p> <p>Meets with and informs appropriate organizational members outside the team to assure interteam cooperation.</p>	<p>itself, its meetings, its work.</p> <p>Knows who to inform about what teams are doing across the organization. Informs them in a timely and appropriate manner.</p>
Meeting Management			<p>Is skilled and comfortable running meetings in either the information/presentation mode or the interaction mode with full participation.</p>	<p>Competent in working with the team leader to plan, facilitate and follow up on meetings.</p>	<p>Skilled at managing cross-organizational meeting logistics and follow-up.</p>
Meeting Management cont.			<p>Effectively coordinates pre- and postmeeting logistics.</p>	<p>Maintains key balances in team meeting; between tight</p>	

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SKILLS cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
			<p>tics; coaches team leader when necessary.</p> <p>Facilitates the writing of brief, clear and achievable objectives for a team meeting.</p> <p>Manages the team's time well.</p>	<p>and loose structure, fast and slow pace, process and results, concern for individuals and for the group, facilitator leading the team and the team leading itself, etc.</p>	
Group Dynamics			<p><input type="checkbox"/> Applies principles of group behavior to achieve effective group dynamics in the team setting.</p> <p><input type="checkbox"/> Observes group interpersonal behaviors and forms conclusions of group effectiveness.</p>	<p><input type="checkbox"/> "Reads" group and improvises meeting processes when necessary.</p> <p><input type="checkbox"/> Helps the team avoid "group think" or arrive at hasty, ill-thought-out conclusions.</p>	<p><input type="checkbox"/> Applies principles of group dynamics to interteam settings.</p>
Group Dynamics cont.			<p><input type="checkbox"/> Knows how to help group set its own norms and standards; suggests</p>	<p><input type="checkbox"/> Encourages and coaches team members to behave in ways that will help</p>	

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SKILLS cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
			helpful team norms (e.g., hearing one another out, attending all meetings, etc.). Helps team enforce its own norms.	the team do its work (e.g., initiate ideas, give information, seek others opinions, listen actively, etc.) Encourages and coaches team members to design team's work around the strengths and preferences of individuals on the team.	
Resolving Conflict and Handling Difficult Situations			<input type="checkbox"/> Uses effective methods to resolve conflict both between individuals and in the team. <input type="radio"/> <input type="checkbox"/> Effectively manages meeting disruptions. <input type="radio"/> <input type="checkbox"/> Steers team members away from dysfunctional group behaviors. <input type="radio"/>	<input type="checkbox"/> Facilitates the resolution of interteam conflicts. <input type="radio"/> <input type="checkbox"/> Recognizes difference between values, personality and work-related conflicts and intervenes accordingly. <input type="radio"/>	<input type="checkbox"/> Mediates cross-organizational and interteam conflict. <input type="radio"/>
Resolving Conflict and Handling Difficult			Intervenes when group work becomes dysfunctional.		

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SKILLS cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
Situations cont.			<input type="checkbox"/> <input type="radio"/> Keeps the group focused on its goal when in a conflict situation.		
Participation Methodologies			<input type="checkbox"/> Uses group process methodologies to bring the team to consensus. <input type="radio"/> Facilitates team's goal setting responsibilities <input type="checkbox"/> Facilitates problem-solving steps in team activities. <input type="radio"/> Knows when and how to integrate Business Process Improvement methods into team activities (does not need to know the BPI methods).	<input type="checkbox"/> Successfully uses a variety of methods to bring the team to consensus. <input type="radio"/> Knows how to use the Tools for Quality. <input type="checkbox"/> Knows the Business Process Improvement Tools.	<input type="checkbox"/> Influences organization in developing and implementing participation methodologies.
Organizational Development				<input type="checkbox"/> Successfully uses a variety of methods to bring the team to consensus.	<input type="checkbox"/> Integrates team into the broader organization.

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	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
				<p>Knows how to use the Tools for Quality.</p> <p>Knows the Business Process Improvement Tools.</p>	<p>Facilitates change and innovation within teams and across the organization.</p> <p>Has a basic knowledge of organization development and design.</p> <p>Comes into a group department or division as an outsider and facilitates meetings.</p> <p>Understands the impact team efforts have on organizations and their employees. Has basic knowledge of how organization-wide team efforts progress over time.</p>
Organizational Development cont.					<p>Supports the development of a team from its inception into a cohesive work</p>

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SKILLS cont.	CANDIDATE LEVELS		FACILITATOR LEVELS		
	ENTRY	STARTUP	LEVEL I	LEVEL II	LEVEL III
					group; into an efficient, independent team; and finally into an effective interdependent organizational unit.